

Section III

Test Variations, Accommodations, Modifications, and Alternate Assessments

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Suggested Considerations for Review of Individualized Education Programs (IEPs)/Section 504 Plans

For some students with special needs, a test variation may be necessary. A variation is a change in the manner in which a test is presented or administered or in how a test taker is allowed to respond. This may include accommodations and/or modifications. Test variations enable students to participate in assessments in a way that allows abilities rather than disabilities to be assessed. They help level the playing field so that the assessment can more accurately measure students' knowledge and skills. With variations, the question becomes not whether students will participate in assessments but how they will participate. Before any test variation is used, the following activities should be considered by the IEP team:

1. **Review state and federal regulations.** (i.e., Title 5 California Code of Regulations, CELDT; Individuals with Disabilities Education Improvement Act of 2004 [IDEIA]; and the No Child Left Behind [NCLB] Act of 2001)
2. **Review “Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments.”** (This matrix is posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sa/>.)
 - Note that (1) accommodations produce valid results because they do not alter the test construct and (2) modifications do alter the test construct and results are considered invalid.
 - Discuss the impact of certain accommodations/modifications on the CELDT results and the reported results.
3. **Review Individualized Education Programs (IEPs) and Section 504 Plans.**
 - Note if the CELDT is specifically addressed.
 - Determine if the student information is current.
4. **Determine as an IEP team how the student will participate in the CELDT.**
 - Determine if the student will take the CELDT with or without test variations. This could include accommodations or modifications.
 - Determine the alternate assessment(s) a student needs for any section of the CELDT and how the handicapping condition precludes the student from taking all or a section of the CELDT.

- Specify in the IEP or Section 504 Plan exactly how the test variations, accommodations, and/or modifications are to be implemented and for which section(s) of the CELDT, relative to the handicapping condition.
- Document assessment procedures in the student's IEP or Section 504 Plan.
- Review closely each section of the CELDT a student has taken with modification(s). If one or more sections of the CELDT have been taken with modifications, the overall score may not reflect that student's actual proficiency level in English.

Understanding CELDT Administration with Accommodations, Modifications, and/or Alternate Assessments

In California, students with disabilities who participate in state assessments are permitted to use accommodations, modifications, and/or alternate assessments during testing as determined by their individualized education programs (IEPs) or Section 504 Plans. The following describes the impact on a student's CELDT results when accommodations, modifications, and/or alternate assessments are used:

Accommodations

An accommodation means any change in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. Accommodations may include variations in scheduling, setting, aids, equipment, and presentation format. The IEP team determines whether accommodations are appropriate for an individual student.

Accommodations do not alter the test construct and, therefore, do not affect the calculation or interpretation of the CELDT scale scores.

Modifications

A modification means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores. The CELDT results on the Student Proficiency Level Report will indicate that the student received the beginning score in each skill area for which modifications were used. The Student Proficiency Level Report also will have a note indicating that the results should be interpreted with caution. Scale scores assigned to skill areas administered with modifications along with the overall scale score are considered invalid. The student's individual item responses along with his/her raw scores will be provided in the electronic data file. The raw scores should be interpreted by the IEP team, with the assistance of school district assessment staff, to ensure appropriate instructional placement.

Alternate Assessments

Alternate assessments provide an alternate means to measure the English language proficiency of students with disabilities whose IEP teams have determined that they are unable to participate in the CELDT even with variations, accommodations, or modifications.

More Information

For further information on interpreting tests administered with accommodations, modifications, and/or alternate assessments, refer to the National Center on Educational Outcomes policy posted at <http://education.umn.edu/NCEO/OnlinePubs/Policy11.htm>. Guidance on the standards and assessment requirements of the No Child Left Behind (NCLB) Act of 2001 is available at <http://www.cde.ca.gov>.

CELDT Participation Criteria

Alternate assessments provide an alternate means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in the CELDT even with variations, accommodations, and/or modifications. In order to aid an IEP team in its determination of whether a student should use alternate assessment, the following may be considered:

Circle “Agree” or “Disagree” for each item:

Agree	Disagree	The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
Agree	Disagree	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum.
Agree	Disagree	The student cannot address the performance level assessed in the CELDT even with accommodations or modifications.
Agree	Disagree	The decision to participate in an alternate assessment is not based on the amount of time the student is receiving special education services.
Agree	Disagree	The decision to participate in an alternate assessment is not based on excessive or extended absences.
Agree	Disagree	The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.

Agree	Disagree	The decision to participate in an alternate assessment is not based on deafness/blindness or on visual, auditory, and/or motor disabilities.
Agree	Disagree	The decision to participate in an alternate assessment is not based primarily on a specific categorical label.
Agree	Disagree	The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.

If the answer to one or more of the statements is “Disagree,” the team should consider including the student in the CELDT with the use of any necessary accommodations or modifications.

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Alternate Assessment Instruments

The English language proficiency assessment instruments below can be used to assess English proficiency of students with severe disabilities who cannot take the CELDT and receive a valid score even with test variations, accommodations, or modifications. The IEP teams determine which students need alternate assessments and how they should be assessed.

One purpose of the CELDT is to measure the English language proficiency of students to ensure appropriate instructional placement. This purpose should be kept in mind when choosing alternate assessments. No single alternate assessment instrument can effectively assess all of the required domains—i.e., listening, speaking, reading and writing. More than one alternate assessment, therefore, is necessary to measure the English proficiency of a student. Each instrument must be reviewed with the individual student in mind. School districts may select an alternate assessment instrument not on this list. This list is not exhaustive nor does it constitute an endorsement by the CDE.

If a student has not taken the entire CELDT, the student report will indicate a beginning proficiency level for any section that was not administered. It is the responsibility of the IEP team to review the results of the alternate assessments and the CELDT to determine the student's actual level of English language proficiency. Results of alternate assessments are not submitted to the CDE.

Test Name	Purpose	Contact Organization	Phone Number
Alternative Language Proficiency Instrument (ALPI)	Measures receptive and expressive language; grades K–12	Orange County Department of Education	714-966-4120
Basic Inventory of Natural Language (BINL)	Measures of oral language proficiency; grades K–12	CHECpoint System, Inc.	800-635-1235
Student Oral Language Observation Matrix (SOLOM)	Unstandardized, teacher-rated oral language proficiency; grades K–12	CDE, Standards and Assessment	916-445-8420
Student Oral Proficiency Rating	Measures of oral language ability; grades K–6	Development Associates (Annette Zehler)	703-276-0677

Site CELDT Coordinator

Testing Date

[illegible]

* See Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments located on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sa>.

**** Test variations may be provided to all students. Note: This includes students with individualized education programs (IEPs) or Section 504 Plans.**

District

Sample District Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished
District CELDT Coordinator <ul style="list-style-type: none"> Review ordering specifications/timeline/process from testing contractor. Identify process for contacting testing contractor to respond to site questions/problems as they occur. Schedule initial planning meeting with district special education/Section 504 lead(s): <ul style="list-style-type: none"> Review CELDT requirements (who is to be tested, what can be used for variations, accommodations, modifications, and alternate assessments, etc.). Prepare timeline/process for ordering materials, providing site training, and determining roles and responsibilities of staff. Develop meeting schedule to maintain ongoing communication. Plan communications schedule to keep key stakeholders informed about CELDT administration, scoring, reporting, and uses: <ul style="list-style-type: none"> Site employees (certificated and noncertificated). District management team (principals, directors, assistant superintendents, public information officer, superintendent). School board members. Parents and guardians (all grade levels) with or without students needing test variations, accommodations, modifications, or alternate assessments. 				

District

Sample District Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished
<ul style="list-style-type: none"> Work with special education/Section 504 lead(s) to prepare school and district information/training packet(s) for: <ul style="list-style-type: none"> IEP/Section 504 plan reviews. Ordering process. Preparing and providing for accommodations, modifications, and/or alternate assessments during testing. 				
<ul style="list-style-type: none"> Include procedures and materials for assisting students with accommodations, modifications, and/or alternate assessments in training sessions for CELDT testing administrators. 				
<ul style="list-style-type: none"> Develop district process to receive and respond to site requests for variations, accommodations, modifications, and/or alternate assessments. 				
<ul style="list-style-type: none"> Provide training for site personnel: <ul style="list-style-type: none"> Procedures for administering the CELDT. Process and materials to respond to requests for needed test variations, accommodations, modifications, and/or alternate assessments. 				
<ul style="list-style-type: none"> Identify specific needs for providing requested variations, accommodations, modifications, and/or alternate assessments with: <ul style="list-style-type: none"> Facilities manager(s). Site CELDT coordinator(s). Other district leadership. 				

District

Sample District Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished
<ul style="list-style-type: none"> Work with district special education/Section 504 lead(s) to ensure test variation/accommodation/modification materials remain secure. 				
<ul style="list-style-type: none"> Maintain ongoing communications with district special education/Section 504 lead(s) through regularly scheduled meetings. 				
<ul style="list-style-type: none"> Schedule a debriefing with district and site special education/Section 504 lead(s) and site CELDT administrators. 				

District

Sample District Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished
Special Education/Section 504 Leads <ul style="list-style-type: none"> Develop process/timeline for reviewing current IEPs/Section 504 Plans for accommodations and/or modifications and send them to sites for updating (see CELDT administrative regulations on accommodations). Provide information/training session with site CELDT coordinator. Receive from site special education leads complete list of students with accommodation needs reflected by current IEP. Meet with district CELDT testing coordinator to outline plan for ensuring all students with testing accommodations specified in their IEPs/Section 504 Plans have them for the CELDT. Identify facilities, equipment, and materials needed. Prepare and schedule training for site CELDT testing and special education coordinators: <ul style="list-style-type: none"> IEP process. Test variations, accommodations, and modifications identification. Test administration. Monitoring procedure during testing. Maintaining test security. Meet as scheduled with district CELDT testing coordinator to maintain communications and meet key deadlines. 				

Site

Sample Site Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications

Activities	Person(s) Responsible	Format/Timeline	Needed Materials	When Accomplished
Site CELDT Coordinator <ul style="list-style-type: none"> Participate in training session, provided by district CELDT coordinator. <ul style="list-style-type: none"> Review CELDT specifications and ordering process, timeline, and forms. Review role with site special education/Section 504 lead(s) and determine process/timeline for preparing school summary of needs for test variations, accommodations, modifications, and/or alternate assessments. Prepare school summary of IEP/Section 504 test variations, accommodations, modifications, and/or alternate assessments. <ul style="list-style-type: none"> Meet with site special education/Section 504 lead(s) to review test variation, accommodation, modification, and/or alternate assessment needs as identified in individual plans. Prepare a school summary planning chart for test variations, accommodations, modifications, and/or alternate assessments. Return completed summary to district CELDT coordinator. 				

Site

Sample Site Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished
<ul style="list-style-type: none"> Complete test variation, accommodation, and modification arrangements for CELDT testing. <ul style="list-style-type: none"> Review assessment summary planning chart of test variations, accommodations, modifications, and/or alternate assessments with site special education/Section 504 lead(s) to determine special arrangements that will be needed. Provide training for CELDT test administrators. Coordinate site accommodations setup activities. 				
<ul style="list-style-type: none"> Coordinate test administration activities before, during, and after the site test dates. <ul style="list-style-type: none"> Provide direction/assistance to test administrators. Package all completed tests with test variations, accommodations, and/or modifications as directed and return them to district CELDT coordinators. Follow identified process for administering and scoring alternate assessments. 				
<ul style="list-style-type: none"> Participate in test administration debriefing with district CELDT coordinator. <ul style="list-style-type: none"> Summarize strengths in the planning and implementation process and areas that need improvement. Attend debriefing sessions with district CELDT coordinator. 				

Site

Sample Site Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications

Activities	Person(s) Responsible	Format/Timeline	Needed Materials	When Accomplished
Special Education/504 Leads <ul style="list-style-type: none"> Participate in training session provided by district CELDT coordinator. <ul style="list-style-type: none"> Discuss site process for reviewing and updating IEPs/Section 504 Plans. Outline plan for identifying test variation, accommodation, and/or modification needs and working with site CELDT coordinator to complete School Summary Planning Chart. Schedule and complete IEP/Section 504 team meetings. <ul style="list-style-type: none"> Identify and invite IEP/Section 504 team participants. Conduct IEP/Section 504 team meetings as scheduled. Work with CELDT coordinator to summarize test variation, accommodation, modification, and/or alternate assessment needs identified in the IEPs/Section 504 Plans. <ul style="list-style-type: none"> Prepare school summary information for district CELDT coordinator. Prepare strategies for providing test variations, accommodations, modifications, and/or alternate assessments. <ul style="list-style-type: none"> Work with CELDT coordinator to: <ul style="list-style-type: none"> Identify test variation, accommodation, and/or modification issues related to testing logistics. Develop an individual plan for providing test variations, accommodations, modifications, and/or alternate assessments. 				

Site

Sample Site Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications

Activities	Person(s) Responsible	Format/Timeline	Needed Materials	When Accomplished
<ul style="list-style-type: none"> Work with classroom teachers to ensure that identified accommodations/modifications are used in classroom instruction. <ul style="list-style-type: none"> Make classroom visits to ensure accommodations/modifications or alternate assessments identified by the IEPs/Section 504 Plans are part of the classroom instruction. Discuss required test variations, accommodations, and/or modifications to address testing needs with teachers and CELDT testing administrators. 				
<ul style="list-style-type: none"> Work with CELDT coordinator to complete special arrangements for CELDT testing or alternate assessments. <ul style="list-style-type: none"> Participate in training for CELDT testing administrators. Work with site CELDT coordinator to prepare any special setup needed. 				
<ul style="list-style-type: none"> Complete documentation of accommodations/modifications for CELDT or alternate assessments used. <ul style="list-style-type: none"> Post use of testing accommodations/modifications for CELDT or alternate assessments with date on IEPs/Section 504 Plans. Summarize strategies and areas that need improvement in planning/implementation process for future test administrations. Attend briefing with District Special Education lead. 				